

**J L MANN HIGH**  
61 Isbell Lane  
Greenville, South Carolina 29607

**GRADES** 9-12 High School

**ENROLLMENT** 1,250 Students

**PRINCIPAL** Susan F. Hughes 864-281-1150

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
13	7	0	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Excellent	N/A
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	79.0	N/A	N/A	83.7	N/A	N/A
<b>Passed 1 subtest</b>	10.4	N/A	N/A	9.4	N/A	N/A
<b>Passed no subtests</b>	10.7	N/A	N/A	6.9	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	97.4%	96.7%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	59.0	23.6
<b>Seniors who met the SAT/ACT requirement</b>	59.0	24.5
<b>Seniors who met the grade point average</b>	72.4	54.9

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	244	381
<b>Number of Diplomas</b>	192	303
<b>Rate</b>	78.7%	80.4%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	231	97.4	210	59.0	244	78.7	NO
<b>Gender</b>							
Male	102	97.1	96	59.4	105	80.0	N/A
Female	124	97.6	114	58.8	139	77.7	N/A
<b>Racial/Ethnic Group</b>							
White	150	100.0	142	76.8	156	80.8	N/A
African-American	61	91.8	64	17.2	76	75.0	
Asian/Pacific Islander	6	100.0	0	N/A	5	100.0	N/A
Hispanic	7	85.7	4	I/S	7	57.1	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	215	97.2	192	64.1	218	81.2	N/A
Disabilities other than speech	16	100.0	18	5.6	26	57.7	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	231	97.4	210	59.0	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	231	97.4	210	59.0	243	79.0	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	29	89.7	24	0.0	25	56.0	N/A
Full-pay meals	202	98.5	186	66.7	219	81.3	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	352	94.3	12.7	15.8	29.7	41.8	77.1	YES	NO
<b>Gender</b>									
Male	178	92.7	13.9	15.2	31.0	39.9	75.9	N/A	N/A
Female	174	96.0	11.5	16.4	28.5	43.6	78.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	214	96.3	5.5	8.5	30.8	55.2	89.6	YES	YES
African-American	122	91.8	25.9	28.7	29.6	15.7	54.6	YES	NO
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	315	95.9	8.5	16.3	30.5	44.7	81.0	N/A	N/A
Disabled	37	81.1	57.1	10.7	21.4	10.7	35.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	352	94.3	12.7	15.8	29.7	41.8	77.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	350	94.6	12.4	15.8	29.8	41.9	77.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	55	92.7	29.2	27.1	27.1	16.7	52.1	YES	NO
Full-pay meals	297	94.6	9.8	13.8	30.2	46.2	81.5	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	352	94.3	17.3	21.7	27.2	33.7	67.5	YES	NO
<b>Gender</b>									
Male	178	93.3	19.5	19.5	25.2	35.8	66.7	N/A	N/A
Female	174	95.4	15.2	23.8	29.3	31.7	68.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	214	96.3	9.5	13.9	31.3	45.3	81.6	YES	YES
African-American	122	91.8	33.3	36.1	20.4	10.2	40.7	YES	NO
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	315	95.9	12.2	23.4	28.1	36.3	71.5	N/A	N/A
Disabled	37	81.1	71.4	3.6	17.9	7.1	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	352	94.3	17.3	21.7	27.2	33.7	67.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	350	94.6	17.4	21.4	27.3	33.9	67.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	55	90.9	31.9	31.9	25.5	10.6	46.8	YES	NO
Full-pay meals	297	94.9	14.9	19.9	27.5	37.7	71.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 1,250)</b>				
Retention rate	6.1%	Down from 6.8%	6.8%	9.1%
Attendance rate	96.1%	Down from 96.5%	96.5%	96.0%
Eligible for gifted and talented	24.6%	Up from 0.0%	6.7%	5.8%
With disabilities other than speech	12.6%	Up from 12.2%	10.2%	12.7%
Older than usual for grade	8.4%	Up from 8.1%	7.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.4%	Down from 4.0%	2.9%	1.6%
Enrolled in AP/IB programs	34.8%	Down from 40.0%	19.0%	10.2%
Successful on AP/IB exams	43.0%		64.0%	53.8%
Annual dropout rate	0.6%	Down from 2.3%	3.6%	2.7%
Career/technology students in co-curricular organizations	0.0%	No change	4.2%	3.6%
Enrollment in career/technology center courses	477	Up from 175	1049	466
Students participating in worked-based experiences	2.0%	Up from 0.0%	29.9%	25.7%
Career/technology students mastering core competencies	73.4%	Down from 79.4%	78.4%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
<b>Teachers (n= 72)</b>				
Teachers with advanced degrees	48.6%	Up from 43.7%	56.9%	52.0%
Continuing contract teachers	87.5%	Up from 83.1%	85.4%	82.1%
Highly qualified teachers**	92.7%	N/A	89.9%	89.5%
Teachers with emergency or provisional certificates	7.8%		7.4%	8.6%
Teachers returning from previous year	84.9%	Up from 83.2%	87.6%	86.2%
Teacher attendance rate	95.8%	Down from 98.5%	95.8%	95.3%
Average teacher salary	\$40,352	Up 2.3%	\$41,381	\$41,060
Prof. development days/teacher	9.5 days	Down from 10.6 days	9.9 days	10.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	30.2 to 1	Up from 28.3 to 1	28.6 to 1	26.4 to 1
Prime instructional time	90.5%	Down from 94.6%	91.2%	90.0%
Dollars spent per pupil*	\$5,563	Up 5.7%	\$5,577	\$6,310
Percent of expenditures for teacher salaries*	60.3%	Up from 60.2%	59.2%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	78.6%	Up from 26.7%	91.3%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

J. L. Mann High Academy's School Improvement Council goals for 2003-04 were established with input from council members, the School Management Team, and various staff sub-committees. Objective data (such as previous years' test scores) and subjective considerations (assessments of current facilities and teaching methods) were utilized. Priority goals included: develop and use technology to the fullest extent possible; raise the academic challenge and performance of each student through the curriculum; create a learning environment that promotes respect and responsibility among students; provide enhanced communication within the school environment and between the school and community.

Available resources were used this year to purchase computers for classrooms and an additional lab, with the use of technology in all classes being a focus. Student success was reflected in Mann's receipt of South Carolina's Palmetto Gold Award, numbers of students enrolled in Advanced Placement classes, and numerous individual awards. Character education initiatives occurred throughout the school, resulting in Mann's receiving Greenville County recognition for the school's Character Building Program. Mann received recognition as a National PTA School of Excellence for Parent Involvement this year. Mann also received the State Department of Education's Red Carpet Award for providing excellent customer service and being parent-friendly. Student-teacher ratios, the age of the physical facility, and lack of adequate funding continue to be barriers at our school. Construction of a new facility is under way, however, as are District initiatives to reduce student-teacher ratios.

In planning for 2004-05, Mann will continue to offer a strong curriculum for all students, striving to employ the most qualified teachers available in all subject areas. Faculty, students, parents, and community members are putting forth tremendous efforts to ensure that J. L. Mann High Academy will continue with its history of excellence.

April Blackmon, School Improvement Council Chair, and  
Susan F. Hughes, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	52	196	35
<b>Percent satisfied with learning environment</b>	84.3%	70.5%	65.7%
<b>Percent satisfied with social and physical environment</b>	80.4%	80.5%	77.1%
<b>Percent satisfied with home-school relations</b>	94.2%	90.7%	62.9%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.